

KYAE Common Core Standards

Unpacking Chart for Literature Standards (6th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite analysis of as well as inferences drawn	textual evidence to support what the text says from the text		Understanding	Using the QAR strategies of Right There, Think and Search and Author and You, the student will answer questions about the text as well as information implied . The reader infers what the author meant by examining clues in the text.
RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine provide a	a theme or central idea and how it is conveyed summary	through details of a text distinct from personal opinions or judgments	Analyzing	Students will fill out a double entry diary sheet about the text. Students will divide a piece of notebook paper in half and in the left- handed column there is a quote or detail from the text and on the right hand side is the reader's summary of that quote or detail.

<p>RL6.3</p> <p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>Describe</p> <p>as well as how</p>	<p>how a particular story's or drama's plot unfolds</p> <p>the characters respond or change</p>	<p>in a series of episodes</p> <p>as the plot moves toward a resolution</p>	<p>Analyzing</p>	<p>Using a cause and effect chart the class will map how a character's actions and personality change because of the events in the story or drama.</p> <p>Students could list episodes from a popular book, or even discuss how their own life and personality have changed due to a series of events.</p>
<p>RL6.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Determine</p> <p>analyze</p>	<p>the meaning of words and phrases</p> <p>the impact of specific word choice</p>	<p>used in text, including figurative and connotative meanings</p> <p>on meaning and tone</p>	<p>Analyzing</p>	<p>Song lyrics can be used to teach literary devices. After reviewing the terms the class will read the lyrics, listen to the song and then list the literary devices. Discussion will center around how certain word choices impact the meaning and tone of the song. (e.g. The River by Garth Brooks using simile and metaphor)</p>
<p>RL6.5</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p>Analyze how a</p> <p>fits</p> <p>and contributes to the development of</p>	<p>particular sentence, chapter, scene, or stanza</p> <p>into the overall structure</p> <p>the theme, setting or plot</p>	<p>of a text</p>	<p>Analyzing</p>	<p>Present various types of texts to the students (e.g., stories drama/plays, and poems). As each type of text is read, discuss how the text is structured by using a graphic organizer to identify the key elements. Then ask the students to describe the elements in each type of text and how they fit into the overall structure to contribute to the development of the theme, setting, or plot.</p>
<p>RL6.6</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Explain how an author develops</p>	<p>the point view of the narrator or speaker</p>	<p>in a text</p>	<p>Understanding</p>	<p>Discuss with the students the meaning of the first and second person point of view and how the point of the view that the author uses in a text makes a difference in how the thoughts and feelings of the</p>

					<p>narrator or characters are revealed (i.e., first-person-author is the main character (I), third-person- author presents ideas of one or more characters (he, she)).</p> <p>Students could reflect upon a particularly personal, introspective scene described in first-person point of view and wonder: <i>Would this scene evoke the same reaction in the reader if told from 3rd person point-of-view? How does 1st person allow one to peer more deeply into a character's psyche than perhaps other viewpoints?</i></p> <p><i>adapted from North Carolina Common Core Instructional Support Tools</i></p>
<p>RL6.7</p> <p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>Compare and contrast the experience of reading</p> <p>to listening to or viewing</p> <p>including contrasting</p> <p>to what they perceive</p>	<p>a story, drama, or poem</p> <p>an audio, video, or live version</p> <p>what they “see” and “hear” when reading the</p> <p>when they listen or watch</p>	<p>of the text,</p> <p>the text</p>	<p>Analyzing</p>	<p>Choose a thematic unit of interest to adults (e.g., Immigration, Civil War), then students read sections of a novel on the topic supplemented with non-fiction articles. They may also view, analyze, and discuss film clips. The teacher may also read aloud selected poems. By doing this, students can evaluate multiple avenues to the same subject comparing what they <i>see and hear</i> to what they <i>listen to and watch</i>.</p> <p><i>adapted from North Carolina Common Core Instructional Support Tools</i></p>
<p>RL6.8</p> <p>(not applicable to literature)</p>					

<p>RL6.9</p> <p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>Compare and contrast</p> <p>in terms of their approaches</p>	<p>texts</p> <p>to similar themes and topics</p>	<p>in different forms or genres</p>	<p>Analyzing</p>	<p>Choose at least two texts that are relevant to the students (e.g., family relationships, real life problems) and meet the criteria in the standard. Ask students to read the first text and identify the theme and topic on a graphic organizer. Then present the second text and ask the students to read and identify the theme and topic and record on the same organizer. Discuss with the students how the elements are the alike and different. Ask students to summarize the comparisons and contrasts in a paragraph.</p>
<p>RL6.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>By the end of the year, read and comprehend</p>	<p>literature,</p>	<p>including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range..</p>	<p>Analyzing</p>	<p>As each literary standard is taught, choose text for students to read that is at the low end of the grades 6-8 complexity band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated (e.g., analyze, compare/contrast).</p>

KYAE Common Core Standards

Unpacking Chart for Literature Standards (7th)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RL7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite as well as inferences	several pieces of textual evidence to support analysis drawn from text	of what text says explicitly	Understanding	Using the QAR strategies of Right There, Think and Search and Author and You, the student will answer questions about the text as well as information implied. The reader infers what the author meant by examining clues in the text.
RL7.2 Determine a theme or central idea of a text and analyze its development over the course of the text, provide an objective summary of the text.	Determine and analyze provide	a theme or central idea its development over the course an objective summary	of a text of the text of the text	Analyzing	Students will map the course of a story through circular story mapping with a summary of the text in the center.
RL7.3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot)	Analyze	how particular elements	of a story or drama interact	Analyzing	Students will write a new story changing the story time period, location, etc. to illustrate how these elements could shape and /or change the character or plot.

RL7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings ; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Determine analyze	meaning of words and phrases including figurative and connotative meanings the impact of rhymes and other repetitions of sounds	in a text on a specific verse or stanza of a poem or section of story or drama	Analyzing	Using poems from Appendix B, students will list the use of figurative language, rhymes, alliteration, etc. Other sources teachers could use,(e.e. cummings and Shel Silverstein poems)
RL7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Analyze how a and contributes to	drama's or poem's its meaning	form or structure	Analyzing	Students investigate many pieces of writing with the same structure (e.g., soliloquies in plays; sonnets in poetry) in order to identify their unifying element. Beyond identifying and describing the structure of a written work, students need to be able to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge regarding a particular structure so as to draw inferences regarding how it affects the writing. <i>adapted from North Carolina Common Core Instructional Support Tools</i>

RL7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how an	author develops and contrasts the points of view of different characters or narrators	in a text	Analyzing	Students compare and contrast the characters' points-of-view in a Venn Diagram by noting what characters say, do, and think.
RL7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Compare and contrast analyzing the	a written story, drama, or poem to its audio, filmed, staged or multimedia version effects of techniques unique	to each medium	Analyzing	Based on a chosen theme (e.g., Immigration, Civil War), students read/listen/view content expressed through multiple and varied formats (written, audio, staged, multimedia). Then they generate a list of techniques expressed in each medium or compare and contrast two or more mediums. Students should then discuss how the techniques of a particular medium affect the content. They should also be able to explain what makes each medium unique. <i>adapted from North Carolina Common Core Instructional Support Tools</i>
RL7.8 (not applicable to literature)					
RL7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of	Compare and contrast as a means of	a fictional portrayal of a how authors of	time, place, or character and a historical account of the same period	Analyzing	Students read a factual account of a historical event and then read about the same event as historical fiction. With the support of a Venn Diagram, compare and contrast the two (including time period, location, and historical figure). Students look for clues that

understanding how authors of fiction use or alter history.	understanding	fiction use or alter history			<p>explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story.</p> <p><i>adapted from North Carolina Common Core Instructional Support Tools</i></p>
<p>RL7.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	By the end of the year, read and comprehend	literature	including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range..	Analyzing	<p>As each literary standard is taught, choose text for students to read that is in the middle of the grades 6-8 complexity band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated (e.g., analyze, compare/contrast).</p>

KYAE Common Core Standards

Unpacking Chart for Literature Standards (8th)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RL8.1 Cite the textual evidence that most strongly supports an analysis of what the texts says explicitly as well as inferences drawn from the text.	Cite as well as inferences	the textual evidence that most strongly supports an analysis drawn	of what text says explicitly from the text	Analyzing	Students will use the Survey, Question, Read, Recite , Review (SQ3R) method to answer questions about the text. From this information students will draw inferences.
RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text	Determine analyze provide	a theme or central idea its development over the course of a text, an objective summary	of a text including its relationships to the characters, setting and plot of the text	Analyzing	Students select song titles that correspond to the stories development over time and justify why they selected the titles.
RL8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.	Analyze	how particular lines of dialogue or incidents propel action, reveal aspects of a character or provoke a decision	in a story or drama	Analyzing	Students will shoot videos using the dialogue from a story or drama. Afterwards, the class will discuss how the dialogue revealed aspects of the character and decisions that were made. (short videos can be made on cell phones)

RL8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings ;analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.	Determine analyze	the meaning of words or phrases as they are used the impact of specific word choices on meaning and tone including analogies or allusions	in a text to other text	Analyzing	Students write down words or phrases as they are used in the text on note cards. Students record several synonyms under the words or phrases and analyze how the use of different word choices changes the meaning and tone of the story.
RL8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Compare and contrast and analyze	the structure how the differing structure	of two or more texts of each text contributes to its meaning and style	Analyzing	Students discuss how writers of television shows and movies often use flashbacks at the beginning to give the audience more information about the sequence of events to come. Students then read two texts, one which uses a flashback at the beginning and one that does not. Students discuss and explain how the differing structures contributes to the meaning and style. <i>adapted from North Carolina Common Core Instructional Support Tools</i>
RL8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyze how differences	in the points of view of different characters and the audience or reader create such effects as suspense or humor		Analyzing	Students examine one story from a variety of viewpoints. For each viewpoint they assume, students should determine what “they” (as the character) know versus what other characters know. Once students have mapped out the differing viewpoints, they discuss those techniques writers use in order to

					<p>experiment with and even manipulate point-of-view. In turn, placing themselves in the role as the reader, students can discuss how these techniques create specific tones and mood.</p> <p><i>adapted from North Carolina Common Core Instructional Support Tools</i></p>
<p>RL8.7</p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p>Analyze the extent</p> <p>evaluating the</p>	<p>to which a filmed or live production of a story or drama stays faithful to or departs</p> <p>choices made</p>	<p>from the text or script</p> <p>by the director or actors</p>	Analyzing	<p>Students read a piece of literature and record their impressions as a reader. <i>What strategies did they use as they read? What impressions did they have of the character? What details from the text directly contributed these impressions?</i> Then, the same piece of literature could be shown as a performance. Students may then reflect upon the similarities and differences between their initial understandings derived from the original text and those created based off of the visual interpretation. For instance, they can observe how closely the setting in the live portrayal aligns with the details in the text that created their initial visual image.</p> <p><i>adapted from North Carolina Common Core Instructional Support Tools</i></p>
<p>RL8.8</p> <p>(not applicable to literature)</p>					

<p>RL8.9</p> <p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p>Analyze how a</p> <p>including describing how</p>	<p>modern work of fiction draws on themes, patterns of events, or character types from</p> <p>the material is rendered new</p>	<p>myths, traditional stories, or religious works such as the Bible,</p>	<p>Analyzing</p>	<p>Students are exposed to a variety of texts from a variety of formats and time periods around a specific theme (e.g., love, friendship). As students read and identify the theme, they should discuss how the writer created the theme such as pattern of events, conflicts or character types. Then, the students need to analyze the genres to consider how the writers modernized their presentation of the theme while still holding true to the genre.</p> <p><i>adapted from North Carolina Common Core Instructional Support Tools</i></p>
<p>RL8.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6–8 text complexity band proficiently.</p>	<p>By the end of the year, read and comprehend</p>	<p>literature,</p>	<p>including stories, dramas, and poetry, in the high end of the grades 6-8 text complexity band proficiently.</p>	<p>Analyzing</p>	<p>As each literary standard is taught, choose text for students to read that is at the high end of the grades 6-8 complexity band. As students utilize this level of text with each of the listed literary standards, require the students to demonstrate their understanding of each standard independently based on the criteria stated (e.g., analyze, compare/contrast).</p>